Russia. Only those natives guilty of rebellion or the murder of Russian officials and officers can be sentenced to death by the rope or by shooting by court-martial instituted each time 'ad hoc'. The decisions at these court-martials, which always consist of five army officers and an auditor, must still be confirmed by the Governor General. During my fifteen years in Tashkent, there were only three such cases, of which the first two occurred during the Kokand uprising in 1876. This is an honorable record for the Russians and the natives alike. 681 [697] [698]

9. System of Instruction.

The system of instruction among the sedentary population of Turkestan is highly developed and the number of schools is very large, although education is a private matter, and the native governments provide neither for the erection of schools nor for the salaries of teachers. In Turkestan there are two classes of schools, elementary schools or 'mekhtebes', and higher schools or medreses. 871 /219/

The teachers in the elementary schools are mullahs, just as in the higher schools. In each elementary school there is only one teacher who instructs the students of all ages in one and the same place. These teachers receive no fixed salary. Their entire income consists in the school fees which the students bring them voluntarily, which, however, are never more than a mark a year at most, and in occasional gifts of provisions, which they receive every Thursday, and festive clothes which they receive from the parents of their students at the time of the high Moslem festivals. There is a special custom that the father of a boy presents the teacher with a khalat when the boy has progressed far enough to start reading the Koran. 872 875

There are no real schoolhouses. In winter instruction is held either in the dwelling of the teacher, in an ordinary, unheated, windowless chamber, lighted only by the open door, or, if the teacher does not have a large enough place at his disposal it is held in the appropriate mosque. 872

In summer, on the contrary, the instruction is usually held outside on a veranda, in a shaded courtyard or in a garden. School attendance is not obligatory, as a result of which the schools are frequented primarily only by the children of the rich. The majority of the students are boys, but there are some girls among them, especially from the better classes, who receive elementary education as well.

●872 Girls and boys are usually taught together; nevertheless there are also special girls' schools, but in these as well, the teaching is done by a mullah. Elementary education begins, as with us, at the age of from five to six years, as a rule, and for the boys usually lasts seven years. Many parents take their boys out of school before this, however, if they can use them in their business or for labor. The whole course is com-
[562] pleted usually only by those who wish to enter a medrese later. For girls school attendance usually ends when they are eight or nine years old, for they are already of marriageable age when they are ten, and must receive instruction before that time in needlework, embroidery, weaving and other domestic tasks.

The instruction is strenuous for teachers and pupils alike, for it lasts nine hours a day, from six o'clock in the morning until five in the afternoon, with only a little free time for recreation and for eating the /220/ modest meals of bread and fruit, which the children have brought with them in their school bags. The pupils have only one day a week free, that is, Friday. Otherwise they have little vacation, only a week each at the time of the three high Moslem festivals.

872 The instruction in the elementary schools of Turkestan is limited
876 primarily to the teaching of reading and writing. There are no courses, as we know them. The pupils are first taught the alphabet, and then they begin to read and copy from selected parts of the Koran, from which they proceed to the reading of various other books. The study of one book is held to be finished when the pupil is able to read it and copy from it without difficulty. Whoever has completed a half dozen books in this manner has finished the course and can proceed to study in a high school if he feels in himself the desire and capacity to do so. In addition to reading and writing the children in the elementary schools also learn the most important prayers and precepts of the Koran and the complicated ceremonies which must be observed during the prayers and the ablutions prescribed by the Koran. The methods of instruction used by the teachers in the elementary schools in Turkestan are characteristic and completely different from our customs and they explain why in these schools the time and work expended by the teacher and pupils corresponds so little to the results obtained. The instruction is already made very difficult by the fact that pupils at all levels must be taught at the same time by one and the same teacher; it is further encroached upon, quite needlessly, in that the various pupils at a given time are not occupied with one subject, such as reading or writing, but each is

doing something different. One would think it quite impossible for the teacher to attend to each one. While one is copying his alphabet, another the Koran, a third some other book, a fourth is spelling out the alphabet, a fifth the Koran, a sixth some other author, etc. Since all read at the same time and as loudly as possible, and each reads something different, there results such a confusion and such an infernal racket that one becomes unpleasantly aware of such schools even some distance away, and anyone who is near a school is quite stunned. The teacher sits in the midst of this noisy throng, on the floor, like his pupils, armed with a long switch with which he can reach from his position all the way to those seated on the outermost fringes, and call to order immediately those who do not demonstrate the necessary zeal. As a result the pupils strain their lungs to the utmost and yell until they are as red in the face as lobsters, so that the veins swell out on their foreheads and /221/ their eyes are popping out of their heads; each tries to shout louder than his neighbor in order to earn the favor of the teacher.

/Figure 78, p. 57a. Caption: The Medrese of Rustem Beg in Ura-Tyube./

The pupils squat while they read and write, with their legs crossed and their bodies bent forward, on the floor, which is /222/ covered with a felt carpet or a simple reed mat. During their reading and copying they place their books in front of them on the floor--a good protective device against shortsightedness. Instead of our slates for writing, they use small spade-shaped wooden boards, which they hold firmly by the handle in the left hand, while with the right they draw their attempts at caligraphy with a pointed reed and ordinary ink. When they write on paper, they hold the sheet on the palm of their left hand, and here also a pointed reed and ink are employed. The natives of Turkestan write only on one side of the paper, which has already been covered with a special gloss, while the other side has been left rough.

The discipline which the elementary school pupils receive from their teachers is very strict, and in spite of their small size they are punished with the rod. There exists a characteristic procedure which is rather questionable from the pedagogical point of view in which each of the pupils who informs against another for some offense, receives as a reward for his denunciation, the right to give the offender the first blow of the rod of the punishment which results from his informing.

The elementary schools just described can, by their nature deal only with a limited number of pupils, from twenty to thirty approximate-

872 ly. For this reason the number of schools is very large. In Tashkent there are such schools in most of the 149 quarters into which the Sart town is divided. In 1879 Tashkent claimed to have 119 elementary schools, not counting those schools built by the Russians.

874 The Central Asian higher schools or medreses have only a distant similarity to our universities: they would be more comparable to the clerical seminaries in many Catholic countries for the education of theologians. They are boarding schools where teachers and students live together and are fully supported at the expense of the institution. The medreses receive no support from the state but are supported exclusively from the incomes of the wakf foundations, established by the founders of the medrese in question.

346 The medrese buildings (Figure 78, p. 57a, p. 221, Figure 79, p. 58a, and Figure 80, p. 58b, p. 224) are all built in the same style. They are as a rule two-storied (1) edifices of firebricks with a quadrangular /223/ /Figure 79.

1. Here and elsewhere I use the expression two-storied in the Russian sense of the term, while a house consisting only of a ground-floor is designated as one-storied, for I consider the Russian expressions more correct and practical than those used in most parts of Germany.

Caption: The Great Medrese in Bukhara (after a photograph by G. Merzbacher)./ /224/ groundplan. Inside there is a roomy courtyard, usually paved with firebricks, which is enclosed on all sides by the dwellings of students and scholars. Stables, kitchens and other offices are not found in these institutions. One reaches the courtyard through a gate in the middle of the main facade which is covered by a disproportionately high archway. The living quarters consist of two superimposed rows of cells, which are all of the same size. Before each cell there is a high niche-like entrance-hall which is open at the front. The cells are relatively dark, since they are lighted only by a single window placed over the door, which consists of a wooden grating pasted over with thin paper. /Figure 80, p. 58b. Caption: The Omar Medrese in Kokand./ The teachers and students remain in their cells mostly only at night and during the cold season of the year, but carry on their studies during the warmer weather in the open entrance-halls. The cells are not heated. The entire furnishing of the cells, for scholars and students alike, consists of a reed mat, a few blankets and pillows, which lie rolled up in